

ACADEMIC PERFORMANCE OF SECONDARY STUDENTS WITH RESPECT TO PARENTAL SUPPORT

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ABSTRACT

Among the most important variables in a child's growth is their parents. This happens as a result of their direct participation in educational initiatives, which gives them the power and capacity to form and raise their kids into aspirational, imaginative, and tolerant adults. The study's goal was to determine the impact of parental financial support, emotional support, social support, and parental socioeconomic position on secondary students' academic achievement. This research was quantitative. The population was comprised of all public and private secondary schools of district Sheikhpura. Multistage sampling techniques were used. The instrument of the study was questionnaire. To examine the data, descriptive and inferential statistics were employed. The study's results demonstrated that parental social, economic, emotional support and socioeconomic status have a highly substantial impact on students' academic achievement at the secondary level.

Keywords: Parental support, students' academic performance, secondary level

INTRODUCTION

Parental support is the term used to describe the help that parents provide to their children with their homework. The student's parents are recognized as their child's first and most important teachers. According to Badony, one of the most crucial things parents can do to ensure their children succeed is to provide parental support (2000). Teenagers need their parents' support and direction during this important period of their life. It is commonly acknowledged in the research that parental support increases social competence (self-worth, ethical behavior, speculative success, and specialized accomplishment). Parents foster their children's development by allowing them the freedom to explore, exhibit themselves, including using their inventiveness (Chohan & Khan, 2010).

Due to the fact that both teachers and parents themselves recognize the importance of parents, parents continue to play a key role in the development of their children's personalities and careers. Teachers find it difficult to offer academic experiences that would help children learn important information without the parental support of the students. The learning processes happen intentionally or inadvertently, typically at home or in other informal settings. Parents instill and train their children with the fundamental skills, conceits, and norms required for day-to-day functioning from an early age (McCulloh, 2022). The unspoken knowledge that parents pass on to their children is particular and, to an extent, specialized.

In an effort to improve children's academic achievement, parental involvement and support encompass a range of skills, from families developing the essential knowledge to the development of

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practical ties. Parents who supervise their children's homework, talk to them about everyday events, take them to fascinating or enjoyable locations, set a regular bedtime, and control TV and playtime (Ökten, 2016).

Parental support does improve students' academic achievement and performance in the classroom. On the other hand, if the family doesn't care about the student's academic life and doesn't support them, the student is likely to get bad grades and may ultimately opt to stop going to school. Aslanargun (2007) claims that a history of poor communication with their children is the main reason for parents' lack of interest. He contends that parents don't pay enough care to their children's psychological and intellectual development and instead only take into account their biological demands.

The performance and motivation of parents' children in high secondary schools is significantly influenced by their own academic background. In terms of academic achievement, Hansen and Masterkaasa (2006) discovered that students from academic households outperform those from rural households. If a child's family is having financial difficulties, it has a negative impact on the child's life. These adolescents must therefore overcome significant challenges, resulting in a detrimental effect on their academic achievement (Machebe, Ezegbe, & Onuoha, 2017). Family size, parental education, parental income, and history all have a significant impact on students' academic performance.

The parents' financial status has an impact on the students' academic performance. Additionally, by providing their children with the moral, material, and financial support they need to be motivated to perform well in school, parents can dramatically enhance their children's academic success. Parents have great power to raise their children's academic achievement. Parents who may be more interested in their children's education are informed of the school's goals and rules (Machebe, 2017).

Parents' socioeconomic status and support, both in Pakistan and elsewhere in the world, can be considered among the most important factors in students' learning and academic achievement. Socioeconomic position has a disproportionately strong impact on parental involvement compared to other factors. But it's debatable whether or not a parent's financial status may inspire a child to do well in school. Parental participation benefits kids of all socioeconomic backgrounds, However, because pupils from low socioeconomic schools are more likely to perform poorly academically, these schools stand to gain the most, and low rates of advancement (Vukojevi, Zovko, Tali, Tanovi, Rei, Vrdoljak, & Splavski, 2017).

Parental involvement is a complex idea that is connected to students' performance (Seginer, 2006). Fascinatingly, parental evaluations of students' abilities and assigned homework were discovered to more accurately predict prospective educational excellence than the students' own previous results. Parental goals have been shown to be an unflinching predictor of finishing a degree programme for any first-year students from poor socioeconomic backgrounds (Gofen, 2009). Evidently, children gain from many forms of parental engagement. It is critical to pinpoint the particular parenting practises that are associated with academic performance, even while it is impossible to contest the role that parents play in their children's academic success (Gonzalez & Wolters, 2006).

Social support

Social support is a broad notion that incorporates a variety of activities, including giving and receiving physical assistance, sharing tools and resources, handing down attitudes, exchanging resources and evidence, and offering demonstrative and spiritual sustenance. Heaney and Israel (2008) identified four different types of social assistance: emotional, mechanical, informational, and assessment support. Demonstrative support is characterized as displays of empathy, love, trust, and caring as opposed to influential sustenance, which is well-defined as corporeal aid as well as product and service. Informational help includes giving advice, making suggestions, and sharing information; assessment support includes sharing information useful for self-evaluation (Chohan, & Khan, 2010).

Emotional support

Parental support is the term used to describe the emotional connection between parents and children. It might be considerate, sympathetic, and kid-focused or dismissive, uninterested, and inattentive. According to retrospective research, anxious and unhappy individuals reported their families as being cool and highly regulated, whereas chronically anxious women regarded their own homes as being cold and unempathetic.

When compared to children who do not experience these problems, children who experience significant anxiety or depression regard their parents to be less obedient and caring. This conclusion is supported by an investigation of family interaction patterns. Scientific studies have shown that parental warmth, involvement, and parenting skills are related to children's aggressiveness and speech problems. When there is little or no emotional support, spanking has been associated with an increase in behavioural problems. Parents' emotional support during childhood and their children's and adults' capacity for psychological change have both been demonstrated (McCarty, Zimmerman, Digiuseppe, & Christakis, 2005).

Parental Financial Support

Another crucial component of parental involvement is parental assistance financially. The assets that the child's family contributes toward the child's education are referred to as "financial assistance from the parents." The rising expense of education forces students who have no jobs to hunt for sponsorships for their education (Leonard, 2013). Parents provide financial support for their kids by covering expenses including food, rent, transportation, sports fees, and books and supplies. However, because private universities depend on tuition fees from students to stay open, they typically do not offer student assistance. Fan and Chen (2001) noted that a lack of financial support may limit people's ability to mature and successfully take on their adult tasks. In other words, family support helps students avoid unfavourable financial outcomes.

Socio-Economic Status

Socio-economic status is a word used to classify people's places in civilization in terms of their family money, political clout, educational attainment, and professional reputation. The socioeconomic status of a person is strongly influenced by their earnings, degree of education, and line of employment, as well as by pecuniary and sociological assessments of their exertion past and comparative financial and social standing with others. A family's socioeconomic situation is evaluated by taking into account factors including household income, the earner's educational background, and employment. When evaluating the personal attributes of those persons, combined wages are also contrasted with them. When categorizing a family or an individual into one of these groups, their level of invasion, money, and education should all be taken into account and analyzed (Van Damme, Liu, Vanhee, & Pustjens, 2010). It is clear that a parent's socioeconomic situation may have an impact on how efficiently their kids accomplish academically. Students perform better than their peers when parents are financially stable and provide their kids with spiritual support through encouraging at-home reading. Although it has been suggested that the best predictor of children's achievement is family money rather than parental involvement in their education (Wade, Hough, & Ochojila, 2022).

Socioeconomic / Rational /Practical & Scientific Applications

By analyzing, this study aimed to add new knowledge to the body of research on high-excellence education by determining the impact of parental socioeconomic position, parental emotional support, and parental financial support on students' academic performance at the secondary level. This study looks into how parental assistance might help students succeed in school by improving their academic abilities and knowledge. This study may demonstrate how vital it is for students to have their parents' support in order to improve their academic success. This study helped to establish the link between parental socioeconomic status and their children's academic success.

Objective

- 1- To determine how parental socioeconomic status, emotional, social, and financial support have an impact on students' academic performance at the secondary level.

Research Questions

- 1- What impact does parental financial support have on secondary students' academic performance?
- 2- What impact does parental emotional support have on secondary students' academic performance?
- 3- What impact does parental social support have on secondary students' academic performance?
- 4- What impact does parental socioeconomic status have on secondary school students' academic performance?

RESEARCH DESIGN AND METHODOLOGY

A quantitative and descriptive method is used in the study. The majority of participants were in the secondary school district of Sheikhpura. There are a total of 509 secondary schools, 341 of which are private and 168 public. There were 46308 students in public schools and 31215 in private schools (SIS, 2022). The sample was acquired using a multi-stage sampling process. First, the researcher identified two strata using the stratified sampling technique (public & private). The entire population was then divided into five areas (or clusters) depending on location using the cluster sampling technique. 6 public and 10 private schools were chosen from each cluster. Data from 90 secondary schools was gathered (30 public and 60 private). The simple random sampling technique was used to choose a sample of 600 pupils.

Research Instrument

A questionnaire served as this study's primary research tool. The purpose of the first questionnaire was to gauge parental support for the students. The students' academic performance was determined using the second questionnaire. (Hanif & Alwi, 2019), (Obeta, 2014), (Gordon-Hollingsworth, Thompson, Geary, Schexnaildre, Lai, Kelley, & Lou, 2016), (Aman, Babar Akram, Mas, Saud, & Nawaz Manj, 2019), and (Yieng, Katenga, & Kijai, 2019) all modified the parental support questionnaire for data collection. To evaluate the students' academic achievement, A five-point Likert scale questionnaire was developed by the researcher (Islam & Tasnim, 2021). (Tokunbo Olufemi, Adekunle Adediran, & Oyediran, 2018).

Data analysis and Interpretations

Descriptive statistics and inferential statistics were used to analyzed the data with SPSS (version 27) software.

Table 1

Items	M	S.D
Economic Support	3.6573	.71189
Social support	3.7433	.57791
Emotional support	3.7248	.63970
Socioeconomic Status	3.7845	.59093

The accompanying table demonstrates that there was strong agreement among the students on all four factors in their responses on the impact of parental support on students' academic success, with a mean score ($M = 3.72$; $SD = 0.711$) of high levels (Economic, Social, Emotional, and Socioeconomic Status). From $M=3.65$ (Economic Support) to $M=3.78$ is the average score (Socioeconomic Status). The components of economic support ($M=3.65$; $SD=0.711$), social support ($M=3.74$; $SD=0.577$), emotional support ($M=3.72$; $SD=0.63$), and socioeconomic status ($M=3.78$; $SD=0.590$) were at a higher degree of agreement, according the responses of the participants.

Table 2

	Beta	R ²	F	(df=598) t	Sig.
Economic support	.403	.163	116.038	10.772	.000

The table demonstrates how parental financial support impacts high school children's academic success. Regarding how parental financial support affected adolescents' academic ability, the groups varied substantially. Average parental financial support is 3.6573, with a standard deviation of .71189. The students' academic performance has a mean of 3.77 and a standard deviation of .498, respectively. $t=10.772$, $p=.000$, $\beta=.403$, $R^2=.163$, and $F=116.038$ are the values that are reported. Since parental financial sustenance has a extremely considerable influence on students' performance.

Table 3

	Beta	R ²	F	(df=598) t	Sig.
Social support	.630	.397	393.469	19.836	.000

The table depicts the connection between parental social support and secondary students' academic achievement. The groups varied greatly in terms of how parental social support impacted adolescents'

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academic performance. With a S.D. of .57791, the average level of social support from parents is 3.74. The average academic performance of the students is 3.77, while the standard deviation is .498. The following values were obtained: $t = 19.836$, $p = .000$, $\beta = .630$, $r = .397$, and $f = 393.469$. Since parental social support has a highly substantial impact on students' performance.

Table 4

	Beta	R ²	F	t	Sig.
Economic support	.627	.394	387.994	19.698	.000

The table displays how parental emotional support affects pupils' success in secondary school. The groups differed substantially in terms of how parental emotional support affected children's performance. The average value of parental emotional support is 3.7248, with a standard deviation of .63970. Students' academic performance has a $M=3.77$ and $S.D=.498$. The following values were obtained: $t = 19.698$, $p = .000$, $\beta = .627$, $r = .394$ and $f = 387.994$. Since there is a highly significant influence of parental emotional sustenance on students' performance.

Table 5

	Beta	R ²	F	t	Sig.
Socio-economic status	.580	.336	303.081	17.409	.000

The table illustrates the relationship between secondary pupils' academic performance and parental socioeconomic status. The groups differed greatly in terms of how parental socioeconomic status exaggerated students' academic achievement. Parental socioeconomic position has a $M=3.7845$ and $S.D=.59093$. The average academic performance of students is 3.77, while the standard deviation is .498. $t=17.409$, $p=.000$, $\beta=.580$, $r=.336$ and $f=303.081$ are the values. Because of the highly significant impact of parental socioeconomic status on students' academic achievement.

Table 6

	Beta	R ²	F	t	Sig.
Parental support	.726	.527	666.695	25.820	.000

The table displays how parental participation affects students' success in secondary school. In terms of how parental support affected students' performance, the groups were very different. Parental support has a S.D. of .48035 and a mean of 3.7275. Students' average academic performance is 3.77 with a S.D. of .498. t -value is 25.820, p is 0.000, β is .726, R square is .527, and F -value is 666.695. Since parental support has a highly substantial impact on students' performance.

FINDINGS, DISCUSSION AND CONCLUSIONS

Economic help had a very significant impact on pupils' academic success. At the high school level, family financial assistance has a substantial impact on how high achieving students are. "Financial aid from the parents" refers to the funds that the child's family provides for the child's education. Learners who do not possess jobs are forced to look for funds for their education due to the escalating cost of education (Leonard, 2013). Parents' financial assistance helps students avoid undesirable consequences. The academic success of students at the secondary level is significantly impacted by parental social support. The availability of resources parents can give their kids to assist them deal with issues is referred to as parental social support (Feinstein, Wadsworth, Davila, & Goldfried, 2014).

Academic development in secondary school is significantly influenced by parents' emotional support. It has been found that a person's ability for psychological development throughout adolescence and adulthood is influenced by their parents' emotional support throughout their youth (McCarty, Zimmerman, Digiuseppe, & Christakis, 2005). In studies about children's traumatic childhood experiences,

one facet of the parent-child interaction that commonly comes up is parental support. The academic success of secondary school students is significantly impacted by parental social support. Parental social support, allegiance, and affection can satisfy the fundamental criteria for a child's acceptance. Working together with people who share their aims for the kid will help parents accomplish this (Leonard, 2013).

The socioeconomic status of parents has a significant influence on their kids' speculative progress at the secondary level. According to research by Suleman et al. (2012), children with high socioeconomic status outperform children with poor socioeconomic status in terms of academic achievement, which was below average and undesirable. Saifi (2011) looked into the effects of students' socioeconomic status on their academic performance. According to the findings, parental employment, education, and housing arrangements had an impact on pupils' achievement.

According to Eamon's 2005 study, students from families with low socio-economic status are less successful in school. Socioeconomic factors significantly affect students' academic achievement because more intellectual, affluent, and motivated parents have pupils who are more engaged in class. Children's success in secondary school and parents' earnings are typically positively associated.

In this context, "parental support" generally refers to the sustenance parents provide to their children with their academics. Parents are seen as the pupil's foremost crucial teachers. Parental sustenance constitutes among the utmost decisive ways parents may help with their children's growth. Parents must provide direction and support for their teenagers during this critical period of their life (Hasan, 2016). In the literature, it is widely accepted that parental support increases social competence (academic success, professional success, basic morality, and consciousness). By allowing their children the freedom to experiment, prompt themselves, and use their inventiveness, parents help them grow. The findings of this research suggested a connection among parents' support of their children's academic endeavors and academic performance. Children's performance is improved when parents watch over and support their kids more because students do better in their academic activities than students who don't.

RECOMMENDATIONS

- Parents should discuss their children's academics with them at home.
- Parents should insist that their children participate in extracurricular activities. They develop new skills, and many go on to improve their capacity for learning.
- The government should create merit-based funding programmes and provide study materials to students at a reduced price.

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